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ABSTRACT

This report offers insights on the experiences and techniques used in the Dearborn Public Schools effort to integrate Title VII and Chapter 1 programs prior to their reauthorization. The school system is located near metropolitan Detroit, Michigan, and has over 14,500 students representing 24 languages, many from the Middle East, Romania, and Albania. The system includes 26 elementary schools, 5 middle schools, and 3 high schools; approximately 5,000 students were eligible for bilingual education services. Program goals stem from the philosophy that all children can attain language competency and academic success through the shared vision and focused efforts of teachers. Results of a preliminary needs assessment survey and later parent interest survey suggest the establishment of a strong partnership between home and school and a collaborative, systemic, and student-centered educational reform system. Restructuring must make schools more responsive to students through various forms of individualization and the elimination of stereotypical labels, such as slow or special need, and intensive staff development plans should focus on preparing teachers to work effectively with language minority as well as majority students. (Contains 23 references.) (NAV)

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Integrating Title I and Title VII: The Evolving Model of Dearborn Public Schools, Michigan

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INTRODUCTION

Federal legislation promotes the national standards as a resource for state and local education agencies in planning for systemic reform. Although states are encouraged to filter the national standards to districts, local schools still have the critical task of constructing their own models appropriate to the ethnic makeup of the community.

According to the reauthorization of Title VII and Chapter 1,[1] these two programs set forth a common framework for continuous collaboration and coordination toward quality educational opportunities for all students. Collaborative integrated initiatives may include setting common content and performance standards, staff development plans, assessment guidelines for student achievement, program evaluation, and parent involvement policies and plans (U.S. Department of Education, 1994).

School districts have attempted to incorporate innovative approaches in their current education programs. However, these changes cannot prosper over time if they are fragmented, uncoordinated, and attempt to solve problems in a superficial manner.

It is imperative that school districts incorporate key components in their programs in order to comprehensively address the growing needs of students and parents. Successful delivery designs must have common goals, uniformity of purpose, and flexibility. Schools must become learning communities that coexamine ways of forging and integrating new structures. Dearborn Public Schools (Michigan) integrated Title VII and Chapter 1 programs prior to the reauthorization of the Elementary and Secondary Education Act and has taken the initiative of systemic reform to envision new horizons for the unique population it serves.

Background Information

The Dearborn Public School system is located near metropolitan Detroit, and has over 14,500 students with diverse backgrounds. Twenty-four languages are represented in the district's student population. In recent years there has been a steady increase of limited English proficient students who come from Middle Eastern, Romanian, and Albanian backgrounds.

Dearborn has 26 elementary schools, five middle schools, and three high schools. In the low-income section of the city, poverty and limited-English proficiency levels in individual schools range between 29 and 89 percent, qualifying 17 schools for bilingual education and 10 schools for Chapter 1 services. In total there are approximately 5,000 students eligible for bilingual education services, the majority of whom are eligible for Chapter 1 services as well.

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[1] *Chapter 1 will be renamed Title I, effective October 1, 1995, based on congressionally approved changes in reauthorization of the Elementary and Secondary Education Act.*

THE SEEDS FOR SYSTEMIC REFORM

Services for this target population in Dearborn have experienced major administrative and philosophical changes due to the merging in 1993 of the Bilingual, Chapter 1, and Early Childhood programs. These programs are now administered by the Bilingual and Compensatory Education Department under one bilingual coordinator.

As a result, the new Bilingual and Compensatory Education Department comprises a pool of resources and expertise to better serve Dearborn's students. Appropriate instruction is delivered by the following personnel: two Title VII curriculum specialists, one Chapter 1 curriculum specialist, 40 bilingual teachers, nine bilingual resource teachers, five English as a second language (ESL) teachers, 40 bilingual paraprofessionals, 30 Chapter 1 paraprofessionals, 15 bilingual-Chapter 1 paraprofessionals, two bilingual-Chapter 1 teachers, 11 Chapter 1 resource teachers, and 11 preschool teachers. Other support personnel include a bilingual Chapter 1 parent/community liaison, a Title VII bilingual parent educator, and three secretaries, one of whom is bilingual.

The Bilingual and Compensatory Education Department provides bilingual/ESL services to the system's three high schools, five middle schools, and 11 elementary schools. Chapter 1 services are provided in three middle schools and seven elementary buildings. A common vision and philosophy has evolved as a result of a series of departmental needs assessments, inservices, and brainstorming sessions.

PROGRAM PHILOSOPHY

The process of program integration yielded the following philosophical belief: All children can achieve academic success and language competencies when we as educators:

identify and focus on students' strengths to accelerate their potential;
acknowledge and build upon home background and prior knowledge;
assist students in the acculturation process while developing respect and appreciation for the diverse cultures represented in our community;
perceive the child as a whole;
validate and promote children's native language;
create true partnerships between school and family;
maximize students' abilities in the cognitive/linguistic, social, and emotional domains;
provide student and family-centered schools;
match teaching styles with students' learning styles and modalities; and
utilize social interaction integrating listening, speaking, reading, writing, viewing, thinking, and presenting skills.

PREREQUISITES FOR A SUCCESSFUL INTEGRATED PROGRAM

Shared vision and focused efforts are gradually leading to the implementation of an integrated delivery model. The following prerequisite components are keys to success:

powerful and skilled leadership (superintendent, program directors, principals, board of education, and so on);

strong partnerships among all staff members in each school (regular, bilingual, Chapter 1, special education, specialty teachers, and support staff);
strong coalitions and consortia among schools;
flexibility and willingness to change;
common mission and purpose;
cultural awareness and inclusiveness of diverse groups;
sound instructional techniques based on current education research;
continuous and systematic professional development; and
strong partnerships between schools and home.

PROGRAM GOALS IN LIGHT OF GOALS 2000

The program goals of the Dearborn Public Schools Bilingual and Compensatory Education Department (Figure 1) stem from the philosophy that all children can attain language competency and academic success. By setting high standards and expectations, the program accelerates the education of students toward *Goals 2000* and beyond.

Figure 1

Dearborn Public Schools Bilingual and Compensatory Education Program Goals

Assist students in becoming independent and lifelong strategic learners

Teach language competencies through content area instruction

Emphasize metacognitive approaches and higher order thinking processes

Provide an integrated, nurturing curriculum that synthesizes aesthetic values and appreciation for life

Move from remediation to acceleration by having high expectations and providing students with early and successful academic and social experiences

Integrate multiple resources to create partnerships with parents and the community

Enable students to interact with all cultural, social, academic, and workplace environments

Design an instructional delivery model that is based on sound research and a methodology that incorporates deductive approaches

Keep staff abreast of appropriate research-based linguistic, cultural, instructional, and parent involvement approaches

PROGRAM DESIGN

In order to accomplish program goals, the Bilingual and Compensatory Education coordinator conducted a needs assessment survey involving principals, bilingual and Chapter 1 resource teachers, classroom teachers, paraprofessionals, parents, and community leaders. The coordinator and instructional team then explored innovative research-based ideas for instruction, professional development, assessment, parent involvement, and community partnerships. A strategic plan was developed with an ongoing assessment and evaluation component.

Figure 2

Educators' Survey

Item	Program Activity	Strongly Agree	Agree	Disagree	N/A
1	Inform staff of allocation for materials and books	72.6%	25.8%	0.0%	1.6%
2	Inform staff of allocation for field trips	59.7	30.6	1.6	8.1
3	Conduct half-day inservice for homeroom teachers	66.1	22.0	3.4	8.5
4	Conduct summer inservice for departmental and nondepartmental staff	52.5	24.6	21.3	1.6
5	Attend multicultural workshops (MABE, District)	50.0	38.3	8.4	3.3
6	Provide multicultural inservice for homeroom teachers	68.9	18.0	8.2	4.9
7	Provide staff development for homeroom teachers focusing on strategies for language development, reading, and content-based instruction	72.6	21.0	4.8	1.6
8	Expand literacy model to 45 minutes	58.9	12.5	19.7	8.9
9	Keep individual records of students' progress	55.0	38.3	6.7	0.0
10	Review students' progress with homeroom teachers on a quarterly basis (using floating substitutes)	49.2	39.0	6.8	5.0
11	Conduct collegial visits within and across schools (using floating substitutes)	51.7	36.7	8.3	3.3
12	Maintain the Summer Academic Program	72.1	21.3	1.6	4.9
13	Maintain the Accelerated Program	57.1	34.0	1.8	7.1
14	Strengthen teaming between departmental staff and regular teachers	71.7	21.7	5.0	1.7
15	Increase 'plug in' Title VII and Chapter 1 services	50.0	33.3	9.3	7.4
16	Encourage staff members to share educational strategies during monthly staff meetings	69.5	25.4	1.7	3.4

The Department's strategic reform plan has evolved successfully and systematically, as evidenced by a yearly review process and feedback from students, staff, and parents. The program is currently solidifying the new selected system by drawing upon internal and external human and financial resources and expertise. Surveys conducted by the Bilingual and Compensatory Education Department of building administrators, teachers, paraprofessionals, and parents yielded positive reviews (Figures 2 and 3). Results indicate that this new infrastructure is leading to districtwide systemic reform.

Figure 3

Principals' Survey

Item	Program Activity	Strongly Agree	Agree	Disagree	N/A
1	Notify principals of allocation for materials and books at the beginning of the year	84.6%	7.7%	7.7%	0.0%
2	Notify principals of allocation for field trips	69.2	15.4	5.4	10.0
3	Provide half-day inservice for classroom teachers	53.8	23.0	23.0	0.0
4	Provide summer inservice for departmental and classroom teachers	38.5	61.5	0.0	0.0
5	Send staff to multicultural workshops (MABE, District)	15.4	76.9	7.7	0.0
6	Maintain the Content Based Literacy Model (CBLM)	69.2	30.8	0.0	0.0
7	Keep individual records of student progress	61.5	23.1	15.4	0.0
8	Provide Accelerated Summer Academic Program	53.9	46.2	0.0	0.0
9	Provide before- and after-school Accelerated Program	76.9	23.1	0.0	0.0
10	Increase co-teaching between departmental and other teachers	61.5	30.8	0.0	0.0
11	Keep articulation meetings between classroom teachers and departmental resource teachers	69.2	30.8	7.7	0.0
12	Maintain monthly meetings with principals	46.2	15.4	38.5	0.0
13	Provide Family Math and Science activities for parents	69.2	15.4	7.7	7.7
14	Provide workshops addressing limited English proficient students	61.5	30.8	0.0	7.7
15	Conduct parent involvement activities after school	61.5	30.8	0.0	7.7

FACILITATING FACTORS FOR DISTRICT/SCHOOL PLANS

Several facilitating factors and step-by-step procedures have moved the Department's plan toward districtwide systemic reform. The Department has:

involved and sought support from Bilingual and Compensatory Education state directors and county consultants. They were continuously informed of new developments and ongoing changes that took place while the program was evolving;

presented the needs and a new direction to the Board of Education;

met with principals whose schools qualified for bilingual and Chapter 1 services on a monthly basis to discuss needs and to brainstorm solutions;

visited other districts and states that have existing collaborative designs;

selected a committee at the district level to develop a district plan involving school administrators, curriculum specialists, representatives from colleges and universities, community leaders, parents, district administrators, and teachers. At the same time, schools selected the school improvement committees made up of school, community, and parent representatives. Both Chapter 1 and bilingual staff are active members of these committees;

acted as change agents and advocates for all students; and

met with each building administrator and staff to present district plans and guidelines and to facilitate the planning process (needs assessment, strategic plan) for each school.

PROGRAM INFRASTRUCTURE AND IMPLEMENTATION

Figure 4 represents a visual description of the collaborative model created through careful planning and coordination among the entities that serve students and parents in the district. The following is a description of the process.

I. Team Building at Each School Site

A. Planning Time: Scheduled monthly meetings of the departmental coordinator and school principals take place in order to facilitate the coordination of services and provide updates on research, program policies, and procedures. These meetings seek administrative support in order to strengthen collaboration among regular, bilingual, and Chapter 1 teachers in providing integrated services to students and in planning and implementing schoolwide and districtwide staff development opportunities.

As a result of the monthly meetings with building administrators, a series of discussions and inservice opportunities is taking place at each school focusing on the necessity for change and the steps needed to coordinate and maintain a successful integrated program. Collaborative efforts are thus strengthened in each eligible school, and reconfiguration of changes are encouraged at the building level.

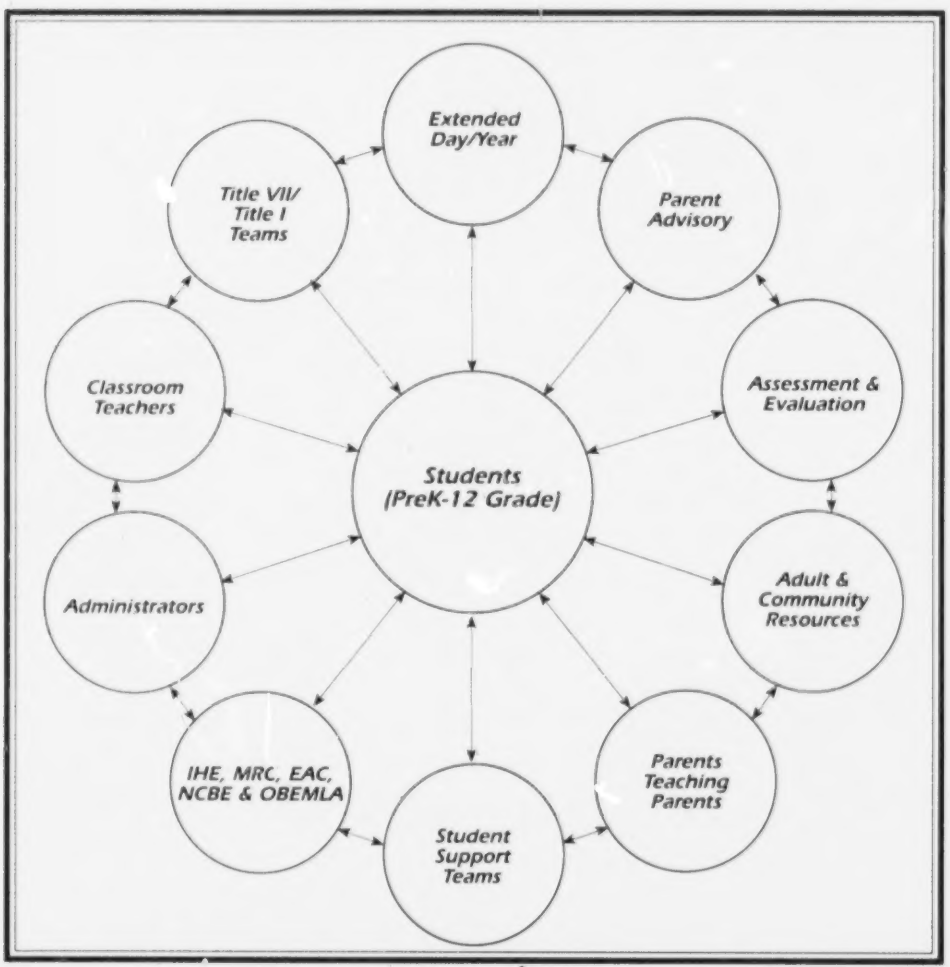
The majority of schools have at least one bilingually endorsed teacher at each grade level. Bilingual teachers act as advocates for high education standards due to their competency in second language acquisition and cultural sensitivity. Bilingual teachers are very successful in maintaining parent involvement because of their knowledge of students' home language and understanding of their cultural background (as found by Garcia, 1994; and Cummins, 1986).

Bilingual teachers collaborate with non-bilingual classroom teachers in planning appropriate instruction for second language learners, parent involvement activities, field trips, and staff development opportunities. The Bilingual and Compensatory Education Department initiates and supports joint initiatives in these areas.

In addition to the bilingual classroom teachers, a team of one bilingual/ESL and one Chapter 1 resource teacher was appointed at each school receiving bilingual and Chapter 1 services. They are trained to act as staff developers and facilitators of change. Their responsibilities include direct services to students and staff development in content area instruction, reading, second language acquisition, and parent involvement.

Figure 4

Dearborn Public Schools
Bilingual and Compensatory Education Delivery System



The program coordinator meets with the teams of bilingual and Chapter 1 resource teachers monthly to assess program impact, student progress and assessment, staff development, materials selection, and the program's future direction in light of the unique needs of the population. Strategies that strengthen the collaborative model of departmental activities across the district are discussed drawing upon available financial and human resources.

B. CO-TEACHING AND SUPPORT-TEACHING: At each school, classroom teachers, bilingual and Chapter 1 resource teachers, and paraprofessionals form a planning team. This team incorporates a strategic approach that enables discussion of individual students' needs, material selection, instructional delivery, and evaluation. Teachers are encouraged to team and co-teach by grade or by subject area (horizontal and vertical teaming). This provides the teams an allotment of time to reflect upon their teaching strategies and to suggest areas for improvement with opportunities for further learning. This time allotment is facilitated monthly by roving substitute teachers who replace classroom teachers during the team planning time.

Furthermore, bilingual and Chapter 1 resource teachers meet on a weekly basis to review students' needs and levels of service, assess language competency of new students, and recommend intervention strategies to classroom teachers. Likewise, at the middle and high schools, one bilingual /ESL teacher dedicates at least one hour a day to facilitate services for limited English proficient students. At the middle school, these teachers are members of the schools' planning teams and, thus, are able to discuss ways of integrating bilingual and non-bilingual services through team-teaching, staff development, and cultural activities.

The use of bilingual paraprofessionals continues to increase 'in-classroom' supported instruction instead of pull-out instruction. This 'Support Teaching' approach provides the opportunity to work with all students, not only those identified as bilingual and Chapter 1 students. The team facilitates heterogeneous or homogeneous grouping, and responsibility for these groups is rotated among the classroom teacher, resource teacher, and paraprofessional.

C. STUDENT SUPPORT TEAMS: Each school has a Student Support Team consisting of the principal, program director, bilingual and Chapter 1 resource teachers, classroom teachers, paraprofessionals, special education support staff, parent/community liaison, and parents. Each team discusses individual student and family needs whenever necessary, drawing upon resources available in the school and community. The team refers students and their families to community-based health, mental health, and family services for additional support. Such resources have enhanced students' acculturation process and adjustment to the school system, job placement, as well as adult education for parents.

D. ARTICULATION MEETINGS: In order to provide a smooth transition from elementary to middle school, and middle to high school, articulation meetings are set up by the Department for teachers to review student progress, appropriate placement, and materials needed for accelerated programming.

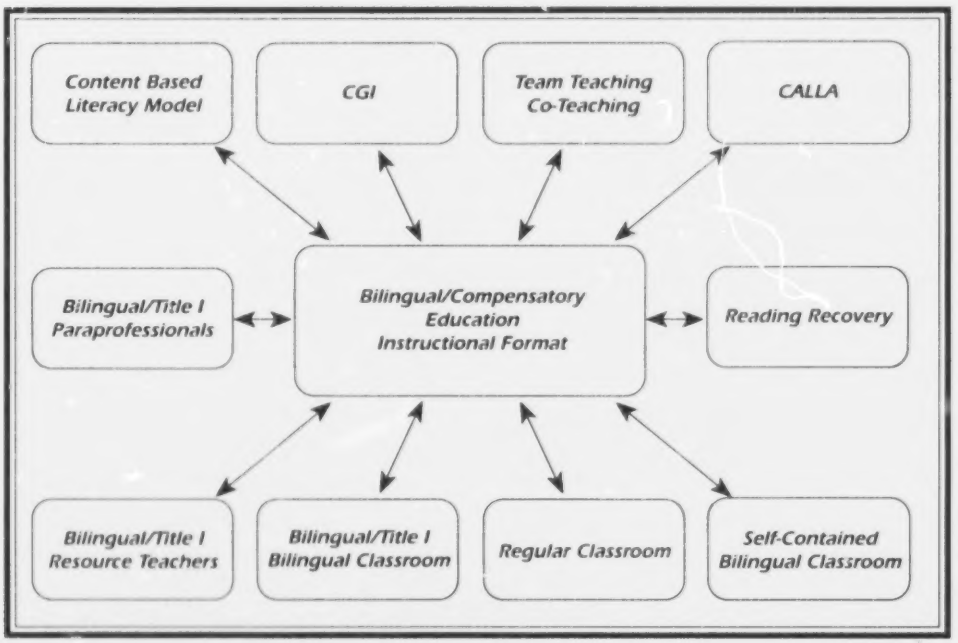
Bilingual curriculum and textbook evaluation committees review and modify students' instructional outcomes based on the changing needs of students at all levels. Follow up meetings with college and business representatives are an integral part of this process to assist students in achieving the prerequisites for success at institutions of higher education and the workplace.

II. CURRICULUM AND INSTRUCTION

The merging of Chapter 1 and Title VII led to further investigation of program delivery. Fragmentation of services provided to the same students by different staff members had to be discontinued. The combined staff provided an opportunity for a concentrated effort in adapting the most appropriate research-based instructional approaches such as those presented by Short (1994), Chamot (1994), Carpenter (1985), and Clay (1993). The program instructional team designed a delivery system (Figure 5) that accelerates language development through content materials focusing on the district's curriculum outcomes.

Figure 5

Dearborn Public Schools Bilingual and Compensatory Education Instructional Format Chart



This delivery system was based on a review of the literature on effective teaching models, learning theories and field practices, leading to the development of the ***Content Based Literacy Model*** (CBLM). Teachers use this model to encourage students to read literature from different genres on a daily basis. They are coached to become independent strategic learners by utilizing metacognitive (self-monitoring, self-correcting, self-regulating, and questioning) strategies through a focused, integrated reading-writing model as suggested by James (1890), Vygotsky (1962), Cummins (1981), Routman (1991), Clay (1991), and Krashen (1982).

Bilingual and Chapter 1 teachers and paraprofessionals received training in how to apply CBLM when working with small groups of students. After a series of field tests, the model was

shared with classroom teachers to establish uniformity in the delivery of instruction. A series of staff development sessions was provided to teachers through team-teaching and workshops. Discussions were based on effective teaching strategies that integrate reading and writing with science, math, and social studies.

In order to provide the students with successful reading experiences, their strengths are assessed in order to identify individual interests and reading levels. A diverse collection of content-rich literature was purchased and leveled. This selection of leveled books was aligned with the district's curriculum in the different subject areas. Collections are placed in the classrooms for use on a daily basis. Thus, it is possible for all students to be placed in the appropriate level of instruction for faster acceleration.

These content-based books are used to provide students with opportunities to read with 90 percent accuracy as measured by a reading 'running record.' The criteria for selecting the leveled literature collection include the following:

thematic grouping;
sequential and predictable content;
natural language rather than contrived language usage;
highly supportive illustrations of a book's language;
multiple copies as well as big books for small group instruction;
based on child's daily experiences;
written in/translated into more than one language; and
cultural appropriateness.

One instructional model in math, Cognitively Guided Instruction (CGI) (Carpenter et al., 1985), proved to be especially appropriate for the district's students. The resource staff is currently being trained in this model through the Multifunctional Resource Center (MRC) and is starting field application. By linking CGI with the Content-Based Literacy Model, student learning is synthesized and accelerated.

English language learners are integrated with English proficient students in both regular and bilingual classrooms. In a print-rich environment, students not only learn English from their peers, but also learn the language of the book. Bilingual and Chapter 1 resource teachers provide 'in-classroom' instruction using cooperative learning, shared reading, peer buddies, community service, and staff development (modeling).

The bilingual teams provide a series of discussions on cultural variation and its impact on teaching and learning. Classroom teachers become familiar with the cultural backgrounds of their students in order to promote a responsive affective climate in the schools. New students are thus supported throughout the acculturation process to maximize their adjustment to and familiarity with the American school system and culture, in keeping with findings by Cummins (1981 and 1986).

Listening centers are provided as a reinforcement tool for language acquisition and small group instruction. The centers include taped books and songs in English and the home languages of the children (Levin, 1988).

In an effort to create shared responsibility between school and home, teachers and paraprofessionals send materials, books, and tapes home with students to reinforce new

learning experiences (reading, math, and science). This has been facilitated with the purchase of more tape recorders and bilingual taped materials.

Resource materials and manipulatives are regularly upgraded and provided to each school to reinforce the learning process across the curriculum. Such resources include science story books, science big books, unifex cubes, 'Family Math' resource guides, Activities that Integrate Math and Science (AIMS) kits, and thematic units.

Computer assisted instruction (CAI) is available with software selections that allow for a high level of interaction and the integration of reading and writing such as ***Accelerated Reader,*** and ***The Writing Center.*** Individual computers are placed in the classroom as well as resource rooms for daily editing and publishing. The use of technology has motivated students and advanced their literacy levels and love of reading and writing.

III. EXTENDED DAY AND YEAR PROGRAMS

A. ACCELERATED PROGRAM: An Accelerated before- and after-school program is provided to bilingual and Chapter 1 students based on need. Under the supervision and guidance of departmental resource teachers, classroom teachers, and paraprofessionals, upper grade students are paired with lower grade students for shared reading and writing time. Guided reading, math, and science activities, and reinforcement of content concepts studied during the school day are an integral part of these sessions. Daily logs and student journals are kept and shared with students, parents, and classroom teachers.

To provide positive role models, bilingual high school students serve as tutors for younger students in the Accelerated Program. Recently, the program coordinator initiated a joint project with the local community college where college students provide mentorship and tutoring services to bilingual and Chapter 1 students in the classrooms and the after school Accelerated Program. Feedback from schools affirm positive gains in individual students' academic achievement.

B. ACCELERATED SUMMER ACADEMIC PROGRAM: A thematically-focused Accelerated Summer Academic Program (ASAP) continues the forward thrust of the year's focus on literacy and content area achievement. LEP students are grouped by grade level and are teamed with English proficient students who receive Chapter 1 services, thus maximizing LEP students' opportunities for English usage.

Staff members work in teams pairing a bilingual and a non-bilingual staff member in each classroom of 14 students. A music teacher and a media specialist facilitate the integration of music and CAI into daily content-based language instruction. Field trip sites are selected to enrich students' language experiences and are based on instructional themes. A final "Celebration of Talents" includes performances, demonstrations, and materials prepared by the students in English as well as in their native languages. Parents, community members, board members, administrators, and state representatives are invited to celebrate this culminating event.

Students participate in recreational activities coordinated by youth members who volunteer at ACCESS, a local community-based organization. These youth mentors act as positive role models for Dearborn students while carrying out neighborhood projects to preserve the environment and assist the elderly.

Parent education is an integral part of the (ASAP) program, involving parents in daily small group discussions with specialists from different fields who volunteer their time and materials. Topics are selected by parents based on their needs and interests.

Bilingual Family Math (Stenmark et al., 1986) and *Playtime in Science* (Sprung et al., 1990) activities are provided to parents in order to support parent-child interaction and shared problem solving experiences.

IV. Professional Development

Professional development is school-determined, based on students' and teachers' needs. Teachers share knowledge and techniques, and together investigate a particular teaching approach as suggested by Wasley (1991) and Johnson (1988). The Bilingual and Compensatory Education Department supports this effort by linking with experts in the fields of language acquisition, reading, and content area instruction. The district's Title VII and Chapter 1 curriculum specialists work closely with the schools to assess needs and recommend professional development plans consistent with both the district's philosophy and individual school goals.

Departmental staff members are encouraged to make collegial visits to provide feedback and share strategies. The Department has also established a professional lending library enabling staff to upgrade their knowledge in the areas of teaching and learning. The library includes audiovisual training kits and references materials on native language development, second language acquisition, parent involvement, and family literacy. Other resources include strategies for content-based literacy, early childhood, and culturally, developmentally, and linguistically appropriate teaching.

The district's curriculum specialists coordinate with Title VII and Chapter 1 curriculum specialists on the delivery of staff development to all teachers and paraprofessionals so that all students can achieve their full potential. Staff development topics include second language acquisition, the constructivist approach to teaching including Cognitively Guided Instruction (CGI), Cooperative Learning, Cognitive Academic Language Learning Approach (CALLA), Multiple Intelligences, and Integrated Thematic Instruction, in keeping with findings and suggestions by Carpenter (1985), Chamot (1994), Gardner (1993), and Johnson (1988).

Specialized training is provided in use of the Content-Based Literacy Model (CBLM) with culturally and linguistically diverse students. Multicultural training for new teachers is designed to improve their skills in communicating and working effectively with culturally diverse students and their families.

To strengthen staff focus on appropriate instructional strategies for culturally and linguistically diverse students, a school-by-school half-day inservice was delivered by the Department's curriculum specialists. Training focused on the Department's new direction, which has shifted from remediation to acceleration, with trainers demonstrating effective teaching strategies to accelerate learning in all students across the curriculum.

In collaboration with Wayne State University (WSU) in Detroit, Michigan, the Multifunctional Resource Center (MRC) at the University of Wisconsin–Madison, and the Evaluation Assistance Center-East (EAC), on-site college courses funded by Title VII and Chapter 1

funds are offered to teachers and paraprofessionals during the school year and the summer. Courses are tailored to address the unique needs of the school system's diverse student (and family) population. Course topics include ESL/Bilingual and literacy development strategies, parent involvement techniques, and thematic instruction. This collaborative effort has resulted in developing a career ladder program for paraprofessionals to enable them to pursue professional status as certified teachers, as proposed by Lyons (1993), Bliss (1991), and Sergiobanni (1994).

A concerted effort is also made to discontinue standardized testing procedures and introduce alternative assessment techniques. Districtwide inservices on alternative assessment and criterion-referenced testing have been provided by the EAC and MRC for the purposes of planning individualized instruction and monitoring student progress, as suggested by Pierce (1993) and Fradd (1994).

As part of the intensive focus on accelerating student achievement, the Bilingual and Compensatory Education Department trained eight teachers in Reading Recovery, a technique developed by Clay (1993). Teachers receive extensive assistance from a yearlong course at Western Michigan University, followed by two years of close district supervision and evaluation. These teachers provide a one-to-one diagnostic reading program for a period of thirty minutes a day per student. In addition, one Reading Recovery teacher also received trained as a teacher-leader.

A series of staff development workshops has also been implemented to provide professional development to first grade classroom teachers in strategic instructional techniques for reading and writing. The departmental Chapter 1 resource teachers and Reading Recovery teacher-leader deliver specific techniques that are linguistically appropriate to LEP students. Such strategies supported the validation of students' prior knowledge and strengths in their primary language(s), as found by Wasley (1991), Cummins (1986), García (1994), and Krashen (1982).

Currently, a districtwide systemic reform committee has been formed to develop a districtwide school improvement plan aligned with the state plan and *Goals 2000.* Individual school improvement committees are simultaneously revising their plans and aligning them with the evolving district plan. The committees are restructuring current instructional methods, staff development programs, assessments, parent involvement efforts, and community partnerships leading toward a comprehensive, integrated delivery of services, as suggested by the U.S. Department of Education (1994) and Stefkovich (1993).

V. Parent Enrichment Programs

Programs that involve parents in the schools play a major role in creating a desirable context for teaching and learning. Research indicates that staff sensitivity to parents' primary needs and priorities enhances their receptiveness to intervention programs and builds their trust in school staff (Bromwich, 1981; Moles, 1982; Epstein, 1983, 1986). Successful programs need to emphasize the development of family support teams that oversee the comprehensive needs of all family members as well as home learning activities (Frymier, 1985; Coleman, 1987).

Parents remain committed to caring about their children regardless of socioeconomic factors. The National Education Association's Teacher-Parent Partnership Project (1986) indicates that even short-term programs increase parent attendance at school meetings and satisfaction with teachers. Through the creation of systematic collaborative initiatives with early childhood, adult, and community education programs, schools can create family-centered services that are effective in meeting the challenging needs of all students (Epstein, 1992; Shneider, 1993).

Increasing parent involvement in school activities is one of the most important outcomes of the school reform plans (U.S. Department of Education, 1994). The reauthorization of Title VII and Chapter 1 provides an opportunity to strengthen parent and community confidence in schools. School boards, administrators, and educators need to initiate activities involving parents in the development and implementation of comprehensive parent involvement programs. School districts also need to establish a framework and adopt written policies and mechanisms through which parent involvement goals are achieved.

The Bilingual and Compensatory Education Department has adopted a parent involvement policy that includes creating active partnerships between schools and the community. To attain this goal, a joint Title VII and Chapter 1 Parent Advisory Council (PAC), and a Preschool Parent Advisory Council (PPAC) were formed. Both councils meet quarterly and provide input and suggestions to the Department in different areas such as curriculum, participation in school activities, and parents-training-parents programs.

The Department implements well-planned parent involvement models that have been effective in maximizing parent participation (Figure 6). The models include parent-child activities, shared reading, small group discussions, in-classroom participation, and modeling. Parents become partners in writing district and school plans, reviewing the curriculum, and involving other parents in the 'parents-training-parents' sessions. They are involved in the instructional program as resources, role models, and volunteers and, as such, become regular and integral partners with teachers in instructional planning. Student Support Teams guide them to succeed in this endeavor.

In addition, awareness sessions are provided to parents to discuss school policies, students' rights, and the student code of conduct based on a Parent Interest Survey (Figure 7). Such discussions lead to more active parent involvement in policy making and curriculum development. The Chapter 1 bilingual parent/community liaison and the Title VII parent educator assist teachers in modeling for parents to improve parent-child interactions and parental reinforcement of the child's cognitive processes. They also instruct parents and conduct *Family Math* and *Playtime is Science* activities. The instructional staff prepares and provides children with take-home kits and books, and Content-Based Literacy Model homework packets.

Bilingual handbooks, newsletters, and cable television programs cover topics of interest to parents such as child development, maximizing children's social/emotional, cognitive, and physical development, life management skills for parents, and school regulations.

The Bilingual and Compensatory Education Department has recently developed a Parent Survey Questionnaire (Figure 11) to be conducted at each school building. It seeks input from administrators, teachers, and paraprofessionals, as well as parents. Its purpose is to assess the

Figure 6

Suggestions for School-Home Partnership

- Family Math and Family Science
- Play Time is Science
- Parent Advisory Council
- Parent-child field trips
- Classroom volunteers
- Parent Link, a computer phone link
- Lending libraries that include toys, games, and references
- Content Based Literacy home kits
- Taped books and recorders kits
- Classroom volunteers to reinforce students learning
- School orientation sessions for new parents
- Parent-child open house
- Family science and math fairs
- Open door policy
- Parents lobbying for bilingual and Chapter 1 students
- Small group discussions on topics of interest to parents
- Parent Interest Surveys and questionnaires
- Fund raisers
- Holiday programs for families
- Curriculum review committees
- Shared reading where children ask parents questions
- Bilingual newsletters
- Bilingual cable TV programs
- Cross-cultural book fairs
- Interviews of parent role models
- Library trips
- Parent room/lounge at each school
- Visits to cultural museums
- Parent-child journals
- Parent Leaders/ Parents Training Parents
- In-classroom modeling to parents
- Parent-child activities
- Multicultural festivals
- Parent speakers bureau
- Parent storytellers of oral traditions
- Publishing centers
- Community schools
- Extended day/year tutoring programs
- Family literacy programs
- Parent-teacher recognition dinners
- Professional development sessions for parents
- Child care services

effectiveness of parent involvement at each school. Results will be compiled and shared with the district's systemic reform committee and individual school personnel to assist them in designing their school improvement plans.

VI. Community Partnerships

There is strong collaboration with community-based programs, especially ACCESS. Bilingual community resources provided by ACCESS include health services, family counseling, vocational education, cultural arts programs, adult education, and mental health and social services. Dearborn schools coordinate their programs with these available resources in order to provide comprehensive services to students and their families based on individual needs.

The bilingual Chapter 1 community/parent liaison and the Title VII parent educator collaborate with teachers in referring students' families to the bilingual community services on

Figure 7

Dearborn Public Schools Bilingual Education Program
Parent Interest Survey

Dear _____

Address _____

In order to improve your child's educational achievement and self esteem, we would like to, sometimes, invite you to come to school and take part in the activities in which your child participates. In addition, we are going to provide parent meetings and video presentations to discuss topics of interest to you and your child. Child care/baby sitting will be provided during our meetings with you. Please take the time and respond to this questionnaire. Thank you for your cooperation.

I. Parent Meetings

Please check all topics you are interested in:

____ Improving language skills	_____ Discipline issues
____ Child health and nutrition	_____ Improving self-esteem
____ Fun reading activities	_____ Good child-parent relationship
____ Available school services	_____ Improving grades
____ Study habits/skills	_____ Education system
____ Community services	_____ Test scores and what they mean
____ Fun family math activities	_____ Fun family science activities
____ Resolving conflicts	_____ Improving child's intelligence
____ Developing responsibility	_____ Drug use prevention

II. Participation in School

A. Please indicate the talents which you are willing to share with us (computer skills, cabinet making, cooking, sewing, art work, music, typing, other?)

What are they? _____

B. Tell us in what other areas you are willing to help. (Check as many as you want)

____ Picnics	____ Festivals/holidays	____ Reading stories
____ Scheduling meetings	____ Typing/office work	____ Projects
____ Tutoring	____ Planning	____ Bulletin boards
____ Helping teachers	____ Parent Advisory	____ Transportation
____ Student supervision	____ Field Trips	____ Plays

On what days would you be able to participate in school activities/parent meetings?

Day(s) _____ Time(s) _____

Signed _____

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a daily basis. Follow up meetings with human service providers and Student Support Teams have indicated positive impact of such coordinated efforts on students' academic progress, including adjustment to school climate and the American culture.

VII. ASSESSMENT AND EVALUATION

The Bilingual and Compensatory Education Department uses multiple measures, as proposed by Fradd (1994) to assess students' performance in language and achievement. Such measures include norm-referenced testing, the Language Assessment Scales (LAS), Clay's Observation Survey (1993), running records, and alternate ranking completed by classroom teachers.

Both Chapter 1 and bilingual teams assess students, place them, and follow up with classroom teachers to monitor progress. In keeping with recommendations by Pierce (1992) and Tierney (1991), a concerted effort is being made to discontinue the use of standardized tests. The Department maintains a comprehensive database that incorporates information on each student including demographics, developmental information, academic achievement scores, and incidents of referrals to health and social services.

Individual portfolios and Individualized Educational Plans (IEPs) are kept on each student. Portfolios include samples of their work in different subject areas to provide systematic sequential instruction and monitor academic growth. The Student Support Team members have access to these folders to monitor progress and suggest modifications and improvements.

The Bilingual and Compensatory Education Program strives to accomplish the following additional objectives:

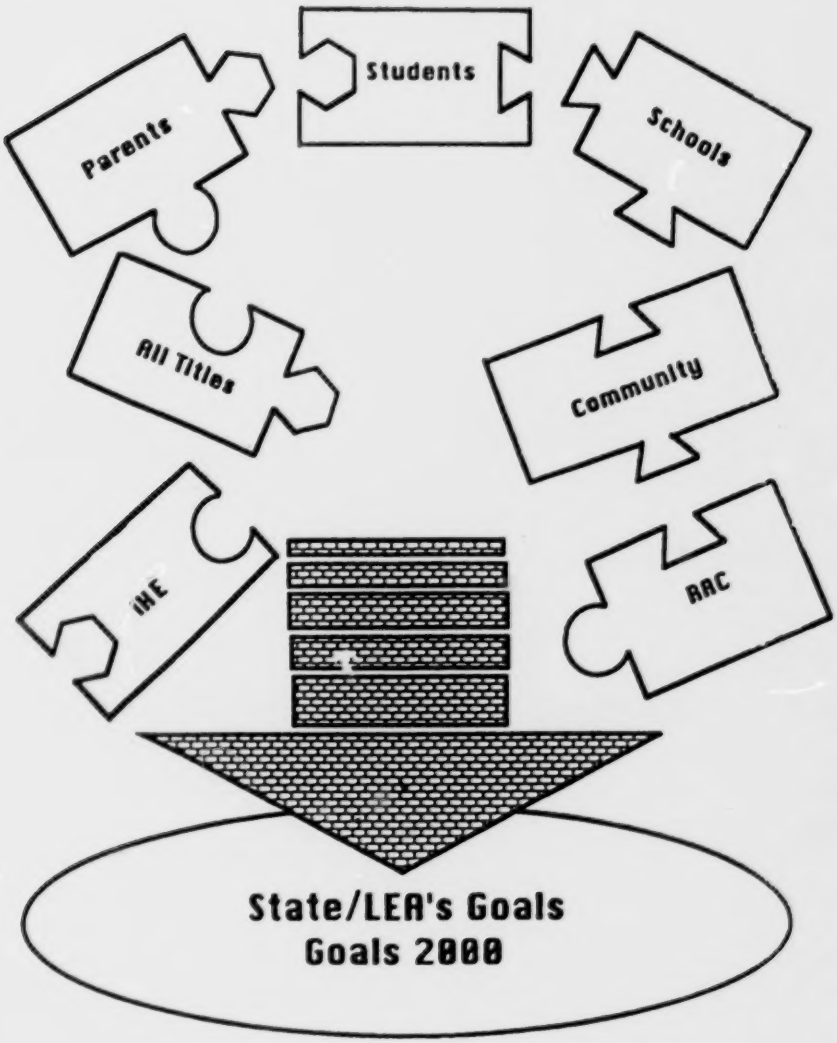
- provide evaluation components for new teaching models by implementing action research designs to assess the impact of selected intervention methods on student achievement and language proficiency;
- adopt evaluation procedures that examine key indicators for program implementation in addition to student outcomes;
- expand the use of broader and culturally fair diagnostic tests: performance based and authentic assessment of reading and comprehending, writing samples to note change over time, open-ended math story problems; and
- assess and modify instruction models and means of delivery based on ongoing monitoring and evaluation of student academic achievement levels and Michigan Educational Assessment Program (MEAP) scores.

THE DISTRICT'S FUTURE DIRECTION

The district strives to expand current efforts to integrate Title VII and Chapter 1 programs to include other partners in this challenging mission. It is evident that systemic reform will require a more cohesive collaboration among available human as well as financial resources such as the Eisenhower Professional Development Program, technology, family literacy, Even Start and Head Start, Safe and Drug-Free Schools, Gifted and Talented, and Disabilities Act programs (Figure 8).

Figure 8

A Global View Toward Education



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The district's School Improvement Committee is in the process of designing an integrated plan based on a districtwide needs assessment of students, staff, support staff, administrators, parents, and community leaders. Such a plan will strive to be student-centered and to set high expectations for the interconnectivity of services. A collective effort will be made among all parties to reach out to parents to forge links between schools, parents, and communities across all education disciplines. A needs assessment that is partially based on principles provided by the Center for Schools Restructuring (Figures 9 and 10) has been distributed to each school in order to assess current needs. The obtained reliability coefficients for the three subscales of this instrument are .80, .85, and .89, respectively. The Bilingual and Compensatory Education Department will compile the needs assessment results and share them with the schools to help them shape schoolwide plans that are aligned with state standards and *Goals 2000*.

Restructuring should make schools more responsive to students through various forms of individualization and the elimination of labels such as "slow," "special need," and "LEP." Schools should be encouraged to find incentives that lead to greater academic success for low achieving and language minority students.

Teachers can support students' heritage as well as the American culture by incorporating cultural contributions in the school curriculum and using students and parents as key resources. This can be strengthened through the provision of native language support and the integration of newcomers with English language speakers. Intensive staff development plans should focus on preparing teachers to work effectively with *all* students including language minority students. Such inservices must strive to build staff understanding of the impact of language and culture on student achievement.

School buildings should be open for extended day programs that provide shared child-parent literacy activities and other student enrichment activities that utilize funds from various sources. Such programs can be designed and delivered through a shared responsibility and coalition among the schools, adult and community education programs, and civic and community organizations.

CONCLUSION

For any action to be productive, partners in this common goal of restructuring need to have different experiences, viewpoints, and visionary solutions. Thus, the challenge is to connect the dissimilar entities to produce a constantly evolving system. Working together can provide the coherence and persistence essential to professional development and school improvement.

Staff members need to engage themselves in constant inquiry. They need to be culturally aware of the needs of diverse groups, use sound instructional techniques based on current educational research, and believe in continuous professional development. In addition to a strong partnership between schools and home, the effort of education reform will be successful when it is collaborative, systemic, and student-centered.

Figure 9

Bilingual and Compensatory Education Needs Assessment Survey of Individual Schools

School Name:_____

The following criteria represent major departures from conventional practice. This does not mean that the district/schools adopt all criteria. Circle the responses that describe your building: **most of the time (MT), sometimes (S), or rarely (R).**

I. Student Experiences

1. Learning time is equally distributed among whole class instruction, cooperative learning groups, and individual study.	MT	S	R
2. Students spend most of their time in heterogeneous groups.	MT	S	R
3. Learning and assessment tasks emphasize student production rather than reproduction of knowledge.	MT	S	R
4. To complete their work, students usually speak and write in full sentences and continuous sequences rather than in few-word fragments.	MT	S	R
5. Learning tasks aim for depth of understanding rather than broad exposure.	MT	S	R
6. Learning tasks emphasize "multiple intelligences" (i.e. learning styles/modalities).	MT	S	R
7. Learning tasks emphasize multiple cultures (multicultural literature, contributions, the arts).	MT	S	R
8. Academic disciplines are integrated in the curriculum.	MT	S	R
9. Time for school learning is flexibly organized rather than in periods of standard length.	MT	S	R
10. Students benefit from community resources (i.e. community service with elderly).	MT	S	R
11. Students relate to adult mentors, either teachers or persons outside the school, in a long-term programmatic way.	MT	S	R
12. Student work is assisted by extensive use of computer technology.	MT	S	R
13. Students serve as and have access to peer tutors.	MT	S	R
14. Students have substantial influence in the planning, modification, and evaluation of their learning outcomes.	MT	S	R
15. Bilingual students are encouraged to express their knowledge through their native language.	MT	S	R
16. Extended day/year programs are available for students as needed.	MT	S	R

Figure 10

Bilingual and Compensatory Education Needs Assessment Survey of Individual Schools

SCHOOL NAME:_____

The following criteria represent major departures from conventional practice. This does not mean that the district/schools adopt all criteria. Circle the responses that describe your building: **most of the time (MT), sometimes (S), or rarely (R).**

II. Professional Life of Teachers

1. Teachers function in differentiated roles such as mentoring of novices, curriculum development, and supervision of paraprofessionals.	MT	S	R
2. Staff function in extended roles with students that involve advising and mentoring.	MT	S	R
3. Teachers use alternative assessment tools to monitor student progress.	MT	S	R
4. Teachers evaluate effectiveness of instructional practices on student achievement using multiple measures (i.e. self evaluation checklists).	MT	S	R
5. Teachers receive financial incentive based on student performances.	MT	S	R
6. Teachers work closely with parents and human service professionals to meet student needs.	MT	S	R
7. Teachers work with students as much in small groups and individual study as in whole class instruction.	MT	S	R
8. Teachers work with students in flexible time periods.	MT	S	R
9. There are specific incentives for teachers to experiment and to develop new programs and curricula that respond more effectively to student diversity.	MT	S	R
10. Teachers exercise control over the curriculum and school policies.	MT	S	R
11. Teachers teach in teams (co-teach with bilingual and/or Chapter 1 resource teachers).	MT	S	R
12. Staff participate in collegial planning, curriculum development, and peer observation-reflection, with time scheduled for this during the school day.	MT	S	R
13. Staff help to design on-going, on-the-job staff development based on local needs assessment.	MT	S	R
14. Teachers and paraprofessionals work collaboratively in the classroom.	MT	S	R

Figure 11

Bilingual and Compensatory Education
Needs Assessment Survey of Individual Schools

SCHOOL NAME _____

This survey intends to serve as a means for opening dialogue between the school's administration, staff, and parents in order to strengthen school-home partnerships. Please respond to each item by circling the number that comes closest to the actual situation in your children's school. The response scale is (MT) most of the time, (S) sometimes, and (R) rarely. In order to help us in obtaining meaningful results, please indicate your role: parent_____ teacher_____ administrator_____ other_____ (check one).

III. Extent of Parent Involvement

1. A needs assessment is conducted to identify parent needs, interests, experiences, and skills to develop a framework for parent involvement programs.	MT	S	R
2. Major roles are specified through which parents can become involved. Such roles include participation in classroom activities, school projects, and extracurricular events.	MT	S	R
3. School staff make home visits/calls to help parents reinforce student learning.	MT	S	R
4. Parents sponsor social activities such as fund raising, open house, multicultural festivals, Family Math and Science fairs.	MT	S	R
5. Parents initiate conferences with teachers whenever necessary.	MT	S	R
6. Parents and community leaders assist in writing goals for parent involvement programs.	MT	S	R
7. Parents volunteer to work in school to assist with clerical tasks, student supervision, and parent activities.	MT	S	R
8. Parents are involved in school activities such as reading with children, participating in math and science activities, sports, etc.	MT	S	R
9. Parents help school staff and officials in planning and revising the school curriculum.	MT	S	R
10. Parents are consulted on school policies regarding retention and suspension, and the student code of conduct.	MT	S	R
11. Parents assist in selecting instructional materials, books, and technology.	MT	S	R
12. Parents serve on different school committees such as school improvement, special programs, school newsletters, etc.	MT	S	R
13. District/school translates school improvement plan and solicits parent input and comment (parent questionnaires and surveys).	MT	S	R
14. Every aspect of the school climate is open, helpful, and friendly (welcome parents as visitors, parent lounge/room, orientation tours).	MT	S	R
15. School administrators actively express and promote partnerships with all families (meet with parents after/before school, hire ethnically and linguistically diverse outreach staff, devote inservice days to assist teachers in working with parents).	MT	S	R
16. Bilingual parent newsletters, booklets, cable programs, and daily communication folders are available.	MT	S	R
17. School supports inservice activities that aim to achieve better home-school relations, communication, and involvement.	MT	S	R
18. Communication with parents is frequent, clear, and two-way. (bilingual staff, open house at beginning of school year, children's folders are sent home).	MT	S	R
19. Parents participate in school events such as field trips, parties, performances, sports.	MT	S	R
20. School staff development in the area of parent involvement has an overall plan to focus resources and staff commitment to change by providing an ongoing, cumulative program rather than once-in-a-while activities.	MT	S	R
21. Special events are provided for parents to celebrate students' success (outings, brunches, recognition lunches, graduation parties).	MT	S	R
22. Children are helped to understand and appreciate the role of their parents as partners in the educational process.	MT	S	R
23. Parents are given experiences in leadership and team roles as they work in partnership with educators.	MT	S	R
24. Volunteer participation from parents and the community at large is encouraged.	MT	S	R

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About the Authors

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Integrating Title I and Title VII: The Evolving Model of Dearborn Public Schools, Michigan

The reauthorization of Title VII and Chapter 1 sets forth a common framework for continuous collaboration and coordination toward quality education opportunities for all students. Collaborative integrated initiatives may include common content and performance standards, staff development plans, assessment guidelines, program evaluation, and parent involvement policies and plans.

School districts have attempted to incorporate innovative approaches in their current education programs. However, these changes cannot prosper over time if they are fragmented, uncoordinated, and attempt to solve problems in a superficial manner.

Dearborn Public Schools integrated Title VII and Chapter 1 programs prior to their reauthorization and has taken the initiative of systemic reform to envision new horizons for its unique population. *Integrating Title I and Title VII: The Evolving Model of Dearborn, Michigan, Public Schools* provides valuable insights to the experiences and techniques of a team of educators working at the forefront of this initiative.

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